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AUTHOR	Foxworth-Mott, Anita: Moore, Caroline
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ABSTRACT

Volume IV of a four volume series offers strategies for implementing effective inservice workshops to train administrators, assessment personnel, and others involved in the development and implementation of individualized education programs (IEPs) for handicapped children in Wyoming. Part 1 addresses points often overlooked in delivering training, such as principles of adult learning, facilitator styles and methods of establishing a learning climate, and participant styles and dealing with resistance. Part 2 contains strategies for adapting the training content and format to suit a particular audience, working with time limitations, and choosing the preferred mode of delivery. The final section provides approximately 90 annotated bibliographies of resources arranged according to the content of the training modules. (Author/PHP)

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A Training Package for Implementing the IEP Process in Wyoming

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VOLUME IV

COMPILATION OF SUCCESSFUL TRAINING STRATEGIES

by

Anita Foxworth-Mott and Caroline Moore

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INTRODUCTION

Volume IV of A Training Package for Implementing the IEP Process in Wyoming is designed to offer strategies for implementing effective inservice workshops. The first three volumes provide the trainer with the guides, scripts and supportive materials needed to present the content to a variety of audiences. This volume will help you "put it all together" into a successful training experience for trainer and trainee alike.

There are three sections to this volume: Part One addresses points often overlooked in delivering training, such as principles of adult learning, facilitator styles and methods of establishing a learning climate, participant styles and dealing with resistance. Part Two contains strategies for adapting the training content and format to suit your particular audience, time limitations, and preferred mode of delivery. Part Three provides an extensive annotated bibliography of resources, arranged according to the content of the training Modules, which you may wish to consult when preparing to deliver training.

We hope that you will use this volume in conjunction with the training content as you deliver these and other inservice workshops. As you gain experience with the material, you will be able to add your own suggestions, insights, and adaptations, and this volume will become a working tool personalized for your needs and purposes.

PART ONE: PRE-TRAINING CONSIDERATIONS

Adult Learning Principles

As inservice trainers, it is important to remember that we are teaching adults and that adults learn differently from children. There are some specific principles of learning which should be considered when working with adults. Perhaps the most important factor to keep in mind is that they are not children and should not be treated as such. Several of the basic premises which should be remembered and followed are listed here:

1. Adults resent being treated like children. Most participants in our training programs want to be self-respecting, responsible for their actions and activities, and involved in directing these activities. If possible, they want to help design their own training needs and learning activities.

2. Adults have more experience. Simple and obvious as this statement is, too many of our training and development friends seem to ignore it. Adults can help each other learn. In fact, this type of supportive learning can be very effective. If we can ferret out this experience and make it an integral part of the learning process, then we indeed are learning from each other.

3. Adults must be ready to learn. This means that our participants must be ready, able, and willing to learn before we can ever hope to teach them. Unless there is an innate motivation and an acknowledged readiness on the part of the learner, even the most articulate, eloquent presentation will not fulfill its goal. This further pinpoints the importance of practicality in our programs. Your participants have every right to be told why this particular topic or session is included and why we are expected to learn this skill, knowledge, or attitude. Without this information, it may be difficult for some trainees to appreciate or recognize the value of a session or to really prepare themselves for learning.

4. The adult learner is problem centered. While there may be some training sessions where the memorization of facts and figures is critical, certainly the majority of training situations call for "real world" attitudes and values. Case studies or role-play techniques allow the participants to "plug in" to realistic problems. Learning is best when this closeness to the actual job or task is apparent. Transfer of learning, likewise, will also be easier when this ready application to real problems can be shown the learner. (Donaldson & Scannell, 1978, pp. 56-57).

One method of involving adults in the design of their own learning experience is to conduct a needs assessment prior to training. Such an assessment may be done formally by mail or informally at the start of the session. This

technique allows you not only to design the training to meet the needs indicated, but it also provides the opportunity to maximize the skills which participants already have. You might, for example, begin the session with a review of information which most participants have already indicated they are aware of--using those persons to help the others learn. This would accomplish two things: you will have shown that you as the trainer have a basic understanding of the participants' knowledge base and you will have succeeded in bringing the entire group to the same awareness level.

Assuring that adults have the requisite "readiness to learn" is a bit trickier. The most effective tactic that a trainer can use to accomplish readiness is to provide proof of the value of the training content to the individuals. The information must be applicable to the job situation in order for adults to be motivated to learn. It will be your responsibility as trainer to relate how the new skills and behaviors learned during the training may increase effectiveness on the job. Some of the job needs which commonly motivate adults to learn are:

Doing a good job

Adequate salary

Promotions

Salary increase

Easier work

Lack of confusion on the job

Titles commensurate with responsibility

Fair treatment

Equal opportunities

Good working conditions

Interesting work

Security

Recognition

Feeling of belonging.

Everyone has personal needs which motivate us to learn as well. Some of those needs which may trigger an internal desire to learn are:

A sense of accomplishment

An opportunity to grow

A feeling of pride

Recognition for ability and efforts

A voice in decisions that affect me

Authority

Honest praise

Time to socialize

Being in the know

Being comfortable in associations and tasks

Security

Friendship and approval

Lack of worry

Lack of risks

Lack of embarrassment

Knowledge of environment

In some cases, the motivation is there; in others, it will be necessary for you as the trainer to determine how to motivate your trainees.

Establishing a Conducive Learning Climate

An extremely important factor in the effectiveness of a training experience is the "climate" that is established at the very start. It should be psychologically, as well as physically, comfortable. The physical aspect can be accomplished by providing comfortable furniture in a warm, pleasant environment, and such amenities as coffee and tea. Participants are made comfortable psychologically by providing a friendly, positive atmosphere. They should be included in the plans for the day: point out when the breaks will be, confirm the appropriateness of the agenda with them, and seek input regarding their own goals for the workshop. You can maintain the positive tone you have set by using reinforcement to reward learning. Rewards might be in the form of a smile, an affirmative nod of the head, cheerful comments and actions, attention, and recognition through questioning and feedback.

Warm-up Activities*

Another way to establish and maintain a conducive psychological climate is by using warm-up activities. These are short activities designed to get participants ready to learn or to break up the agenda. A warm-up can be a

*Activities 3 e and f are adapted from Schindler-Rainman & Lippett, 1975, pp. 71-72.

fun activity to loosen up a group, a get-to-know one another activity, or one to relieve tension and fatigue.

Before selecting such an activity, ask yourself what its objective is:

a. Is it to get people to know one another?

b. Is it to get people to work together?

c. Is it to give people who have been sitting and/or concentrating too long a chance to loosen up?

d. Is it to relieve tension?

It is a good idea to intersperse warm-up activities throughout the entire inservice training session. However, they should be used appropriately. Before selecting a particular activity, be sure you are clear on its intent or purpose.

Warm-up activities, thus, put you at ease with your trainees and at the same time help to overcome the trainee's anxiety about the trainer or the training process. Here are a few ideas for warm-up activities.

A. Getting Acquainted Warm-ups

1. Self Introductions

a. Ask each person to introduce himself or herself and share an exciting thing which they have done or has happened to them recently.

b. Ask each member to introduce him or herself by first name and to add an adjective that begins with the same initial letter as the first name (Racy Rob). Each person must introduce all the others in the circle by their name and "handle" before introducing him or herself.

2. Mutual Introductions

a. Have each person introduce someone else. There are a variety of ways to do this. You can divide the group in half by asking participants to count off from one to half of whatever group size is involved. The next person starts the sequence at number one, the next at two, etc. until the other half has been counted. Each person is then to find his or her counterpart across the room (e.g., #3 looks for #3 in the other group). Give the groups about 5-6 minutes to give enough background information so they can be introduced by the other person to the entire group. After they all return to their original seats, start the introductions.

b. Ask each person to pick someone who they don't know well or someone they do know, and would like to know better. Allow the groups to spend 5 minutes talking. Then have them introduce each other.

3. Name Tags

a. Ask the participants to write their names on a piece of paper. Ask them to write five sentences about themselves that begin with the word "I..." When they are finished, have them pin the paper on and circulate among the other participants. They are to read the other participants' sentences, ask questions about their sentences and answer any questions that the other participants may have for them.

A variation of this activity is to ask the participants to circulate and read each others' sentences without speaking. Instruct them to make eye contact with every person they encounter and to rotate to another participant every one or two minutes. After this non-verbal phase, ask the participants to find two or three other participants thaty they would like to get to know better. They may then ask questions of one another.

b. As participants arrive at the workshop, take a Polaroid picture of each one. Under each picture print the person's name, city, and position and post these either on a map or bulletin board.

c. Give each participant a 3x5 card. Ask them to print their name in bold letters at the top of the cards. Ask them to write three things about themselves on the cards. Each one is to give their card to someone else who is to introduce the participant to the rest of the group. After the introductions are completed, the cards can be posted either by a picture of the participant or on a bulletin board.

d. Provide the participants with art materials. Ask them to make a name tag that represents them. For example, someone might make a book if they were a librarian or a car if they were an auto mechanic. When all are finished making their tags, ask them to put their names on them, circulate around the room, and ask each other what their name tags represent and why they chose that symbol.

e. Write the following on a large sheet of paper or oak tag: Good morning! Welcome to our workshop on_____. Help yourself to coffee and sit with two or three people you don't know. Please introduce yourself to them and talk about what you hope to gain from attending this workhop.

f. Put one sheet of paper on the wall for each participant. As the participants arrive, give them a felt-tipped marker and ask them to write the following on one of the sheets:

a) Name

b) Why they came to the workshop

c) What skills/knowledge they hope to gain from attending the workshop.

d) What skills they have to offer to the other workshop participants.

When everyone has completed a sheet, ask the group to circulate around the room and read what others have written.

4. Circular Introductions

If the training room is set in U-shape or some other circular or horseshoe fashion where everyone can physically see the entire group, start the process by saying, "My name is (Pat)." The first person at your left says, "My name is (Joe)" then repeats your name and restates his own in other words, (Pat, Joe). The person to Joe's left repeats the process adding his/her name, "My name is Jane--Pat, Joe, Jane" etc. until the entire group has been named.

5. Find someone who...

Pass out sheets which have incomplete sentences. See examples on page 11. Instruct the group to mill around and find a person to sign his/her name on each blank. They are to have a different person sign each blank. Several factors affect the success of this activity: 1) the trainer should participate in the activity as the group may be reluctant to start; 2) have a definite time to end the activity, and 3) make the questions appropriate to the group with whom you are working, and 4) have some small prize (e.g., a stick of gum) to give to the person who first completes the sheet.

B. Warm-up Activities for Getting People to Work Together and For Relieving Fatigue, Boredom and/or Tension

1. Divide the participants into teams of six or seven. Show them an alphabet letter and ask them to make the letter using only their bodies. The first team to make the letter correctly "wins." Repeat the activity several times. Letters such as M, P, T, A, Z and C are good ones to use.

2. Divide the participants into groups. Assign an animal name or musical instrument to each group. The facilitator should then read a story in which these animals or instruments are mentioned. Each group is to make the appropriate sound when the name of their animal or instrument is read.

3. Give the participants art materials and ask them, as a group, to make a collage or draw a picture that represents how they are feeling about the workshop. The facilitator then leads a discussion about what is expressed in the picture or collage.

This activity can also be conducted on an individual basis. Each participant can prepare a picture or collage and then explain what s/he meant to express.

4. Divide the participants into groups of three or four. Give each group a box of tinker toys and ask them to work together to make a symbol of how they feel about the workshop at this point in time. Give the groups about fifteen minutes to do this. Then ask each group to explain their symbol.*

5. Give each participant a piece of paper with a common song title on it like "Jingle Bells" and "Happy Birthday." Every song title should appear on three or four slips of paper. Ask the participants to look at their title but not to tell anyone else what it is. Then ask them to circulate among the group humming their tune until they find all of the other participants with the same song. This activity can end at this point or the facilitator can ask the subgroups to discuss certain topics or complete assignments.**

   A variation of this activity is to write several song titles on each slip of paper, such as 1) "Jingle Bells," 2) "Happy Birthday," 3) "96 Bottles of Beer on the Wall." The first song can be used to form dyads, the second song, quartets, and the third, a work group of any size.

   Participants can also be asked to form groups of three or four and to decide upon a song title to express their feelings as a group or about the workshop. Each group then sings their song and explains why they selected it.

6. Divide the participants into teams. Play charades using names of special education personalities, books and associations.

As a trainer, you may not like the idea of warm-ups, especially the "game" type of warm-up. Perhaps you have experienced some poorly-handled warm-ups in training situations. We all have! We urge you to consider doing them anyway--analyze the group you're working with and try to match their likes, dislikes, and needs for warm-up activities with what you're comfortable doing. You may be surprised at how they contribute to a good learning climate.

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*Adapted from NTL Learning Resource Corporation. 1972, p. 1.

**Adapted from Jones and Pfeiffer, 1972, p. 76.

Please Find Someone Who... (Examples)

Please find someone who matches the descriptions and have him or her sign on the lines below.
FIND A DIFFERENT PERSON TO SIGN EACH BLANK.

Find Someone Who...

1. has worked with Special Olympics_____.
2. has a birthday in the same month as yours_____.
3. is a school board member or has been one_____.
4. plans to go skiing next weekend_____.
5. is the parent of twins_____.
6. is now or has been an officer in the PTA_____.
7. has made and thrown spitballs_____.
8. has lived in his/her present home for more than five years_____.
9. comes from a family of more than five children_____.
10. has canoed in the past year_____.
11. does not like ice cream_____.
12. wears a shoe one size larger than yours_____.
13. went out of state for Christmas vacation_____.
14. traveled more than 200 miles to be here_____.

Facilitator Styles

An inservice trainer is in many respects a "facilitator." You are the link between the information to be presented and the audience who is receiving the information. How you facilitate the assimilation of that information depends in part on your own personality and preferred training style, your value system, and your confidence in yourself and the group members. The chosen facilitator style should also be based on the type of information to be presented and the expertise level of the participants. Knowing and understanding about the different roles a facilitator can take, and the effects these roles can have on a group, will help when trying to diagnose why a group is or is not functioning effectively. The matrix on the following pages should help acquaint you with a variety of facilitator styles. You will probably find that you naturally assume one of the styles, or a combination of two or three most of the time. It is good to be aware of your natural style and its effect on groups. This chart can help you identify those situations which seem to dictate an adjustment in style for a particular effect.

Facilitator Role

Role	Observable Behaviors	Effects on Group	Situation
Counselor	· listens · evaluates · counsels · advises · informs · consults · demonstrates appropriate behaviors	· becomes informed · changes behavior · becomes more unified, compatible · resolves problem(s) · self-directed · comfortable	· group conflict · inappropriate behavior · lack of sense of direction · self-direction · modeling to a group
Manager	· organized · informed · proactive · seeks and encourages alternatives	· sense of security, relaxation · feeling of accomplishment · active participation · sense of direction	· a lot of activities and skills to practice · problem-solving · diverse group
Advisor	· makes recommendations, advocates · guides others' behavior · is knowledgeable about topic · receptive to groups · gives options	· able to make intelligent choices · understands how to use advisor's skills	· planning · decision-making
Advocate (seller)	· show and tell · enthusiasm - belief in "product" · justifies "product" · has definite (subjective) point of view. · not flexible to audience input	· conviction - elicits strong audience response · identify product with presenter	· product to be sold · change in audience desired · quick response desired from audience · new method, skill to be implemented · present procedures, methods to be modified

Role	Observable Behaviors	Effects on Group	Situation
Confronter	· is direct · reacts · provides critiques for improving, changing, guiding · suggests remedies for corrections	· gains insight · perceives need for change · changes in attitude and behavior · improved productivity	· supervision of student · change agent · production manager · management-type situation
Manipulator	· exerts total control · motivates group for involvement · does not listen to group input · keeps group on task	· may be turned off · may "buy in" · active participation · challenged	· resistive group · mixed discipline · end of day and hold on group is slipping
Moderator	· keeps a balance in a group · tries to elicit involvement and responses from all · keeps people on task · tries to diffuse conflicts	· increased information · balance of viewpoints · increased number of solutions and conclusions	· conflict situation · task/group meetings
Expert	· imparts information · displays poise and confidence · de-mystifies subject · provides access to resources	· acquires information · trusting, enthusiastic · modifies/adds to existing skills · respects what they are getting · varied resources available for use	· group lacks knowledge or needs to be re-inspired · existing skills need refining · federal grant-writing · wide range of situations to respond to
Authoritarian	· tells people what to do · little give and take · presents ONE perspective only · little concern for audience needs · offers strong leadership · provides structure	· participation limited · sense of security	· inexperienced audience · a "must do" situation

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Role	Observable Behaviors	Effects on Group	Situation
Instructor	• dispenses information • is flexible, observant • critiques • guides	• develops rapport • feels they are learning something	• information is the objective
Demonstrator/ Seller	• models behavior being presented • tries to sell • shows how, then tells • rationalizes when to use it	• acquires information • accepts product information • participates • develops skills	• inappropriate methods need correction • negative views need to be eliminated • follow-up to awareness-level training • very inexperienced group

Methods of Instruction

There are almost as many different ways of delivering the content of a training session as there are trainers. The two most important considerations in selecting a method of instruction are 1) the content and type of learning to take place; and 2) what you as a trainer feel comfortable with. The type of training you will be doing is, for the most part, either information-giving or skill-building. Within those types are several possibilities for methods you might select:

Presentations

1. Lecture - a prepared verbal exposition by one speaker before an audience. Though often long, a lecture provides a great deal of information quickly. Requires total participant passivity.

2. Lecturette - a short lecture. Puts fewer participants to sleep.

3. Lecture-Forum - a lecture followed by the old question/answer period. Provides more activity for participants and gives them a chance to explore selected portions of the content in greater detail.

4. Panel - a planned conversation before an audience on a selected topic. Usually includes three or more panelists and a leader. Brings more points of view to the content. Participants are passive.

5. Panel-Forum - a panel followed by the habitual question/answer period chaired by the leader. A bit more participant activity and exploration. Can lead to special interest arguments.

6. Expanding Panel - a panel with a vacant chair(s). Participants can join in when they feel the call and vacate when they've had their say. Gets unwieldy with groups larger than twenty. Can provide color and a fair amount of participant activity, since even those who don't join in think about it.

7. Debate - an organized argument. Often more intense than the above methods. Control is up front. Participants passive except for hissing and applause.

8. Presentation - includes all kinds of "dog and pony shows." Control is up front. Participants passive.

9. Films - presumably for content as well as entertainment. May involve attitude learning as well as knowledge learning. Turning off the lights provides a good opportunity for naps. Participants remain passive unless vicariously involved.

10. Slide Shows - an addiction of world travelers.

11. Prepared Videotapes - have an advantage over movies in that lights remain on. Flexible start and stop for discussion purposes. Can make them yourself.

12. Presentation with Listening Teams - any of the above presentation methods followed by a more organized kind of question/answer period. Before the presentation, participants are organized into small groups. Each group is given a listening assignment, e.g., listening for points that are debatable, points that have current applications, etc. At the end of the presentation, the groups caucus and develop questions relating to their particular assignment. The questions are posed to those making the presentation.

13. Presentation with reaction panel - any of the above presentation methods followed by the reactions of a small, selected group of participants. This participant panel is in effect reacting for the entire group.

Demonstrations

1. Demonstration - an activity in which one or more people "show how it is done." If participants are passive, this method is notoriously ineffective for improving participant skills. The extension service uses it extensively, however, to change attitudes. By demonstrating the profitability of a given procedure, they are effective in gaining an attitude of acceptance from the farmers they serve.

2. Demonstration with Practice - a demonstration followed by an opportunity for participants to try their hands at it. One of the best means for learning simple skills, provided feedback follows immediately upon completion of the procedure. Without performance feedback, the participant is likely to be reinforced in doing it incorrectly.

3. Coaching - providing tips for improving performance. Often follows a demonstration or includes mini-demonstrations as a corrective break in participant performance. Retains all kinds of up front control, to say nothing of power.

4. Rehearsals - practice just prior to application. May involve practicing a sequence of separately learned simple skills using methods above. Participants active. Control in hands of "director."

5. Drills - skills practice involving repetition. Sometimes boringly participant active. Unpleasant childhood experiences involving drills may make adults uncomfortable with this method.

6. Puzzles - an interesting variation in which the skill is not demonstrated but is learned from successfully solving the puzzle. Participants are highly active.

7. Skills Practice Lab - may be combined with any of the above methods. It involves the formation of small participant groups, often participant selected, for the purpose of practice and mutual feedback. (Davis, 1974, pp. 127-131)

Tips on Selecting Methods

The following are some questions to consider in selecting the appropriate method for a particular learning activity.

1. Is the method suited to the objective?
2. Does it lend itself to knowledge, skill, or attitude learning?
3. Might it yield multiple-learnings, i.e., more than one type?
4. Does it require a greater/lesser degree of background knowledge, skills, or attitudes than participants presently possess?
5. How much time does it take?
6. How much space does it take?
7. What kind of props does it take; are they available?
8. What specialized skills are required of the staff; are they competent in them?
9. Is the method comfortable for the staff; is it consistent with their style?
10. Is the method comfortable for the participants; is it consistent with their expectations?
11. Does the method call for activity or passivity on the part of participants?
12. Does it maintain enough/too much control up front?
13. Is the method slow or fast paced?
14. Does it achieve the objective in the simplest way possible, or is it needlessly showy?
15. What other questions might you add? (Davis, 1974, pp. 123, 124).

Overcoming Participant Resistance

As trainers all of us have encountered behaviors from participants which interfere with our training efforts. Participants may either openly or passively resist the training process. When this occurs, the trainer should be able to apply some strategies to overcome this resistance so that the resistance doesn't interfere with the ability of others to profit from the training content. The following pages offer some general tips for dealing with resistance and strategies for planning your training so that potential resistance is minimized.

"Tricks of the Trade" for Reducing Resistance *

1. Never resist resistance!
2. Create involvement from the start.
   a. Involve participants in planning.
   b. Communicate purpose clearly - beforehand and during training.
   c. Address their needs - not yours; get agreement on objectives.
3. Legitimize ambivalence
   a. Start with written "hopes and concerns" - list HOPES/CONCERNS: you don't even need to talk about them.
   b. "Internal dialogue" - form small groups - facilitator keeps out.
   c. Forcefield brainstorm - list barriers - brainstorm strategies to stop worrying.
   d. Give explicit permission to resist.
4. Collaborate with them to overcome their resistance.
   a. Ask them how to deal with their resistance.
   b. "Image of support" - ask them what could facilitator do to seem supportive.
   c. Use peers to set forth new concepts.
5. Involve them as training resources to each other.
   a. Utilize their expertise.
   b. Small group work.
   c. Arrange for physical closeness.
6. Link training to back-home situation.
   a. Have individuals create their own case for study.
   b. Generate action plan for return home.
   c. Arrange support/buddy system.

The following chart offers a list of resister types and behaviors along with specific strategies for overcoming resistance.

* From: "Tricks of the Trade" for Reducing Resistance by Anthony O. Putnam, Human Resource Development Associates, Ann Arbor, Michigan.

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Dealing with the Resister

Type of Resister	Resister Behavior	Strategies for overcoming resistance
"The Stone" (Don't bother, totally passive, silent resister)	Doesn't participate. Quiet; low response rate; arms crossed in front of chest.	Involve him/her in the conversation. "Joe, you look like you have a different idea. Would you like to state it?" (Reflect what you read non-verbally.) Give them specific responsibilities. May respond well to written activities. Reinforce other group members and express pleasure at progress of group. Make them feel there is no threat. Ask them open-ended questions; give them time to answer, make them feel their comments are making the session better; ask easy questions. If you ask them a question specifically, ask their permission to ask it first. This can also work with a quiet group as well as a quiet individual. Move into the group.
"Can't Shut 'em Up"	Monopolizes discussion. Always talks but not always on relevant topics; interrupts; gets involved in lengthy discussions.	Get a group to help deal with this person: identify your supporters in the group, ask supportive group member if he/she agrees with this person; restate the objectives, get clarification from the group. Ask the resister to state alternative, constructive ideas--not just complain. Tell the resister his/her idea is important but, we'll have to deal with his personal concern later.
Verbal Antagonist	Shows off; justifies his/her ideas. Openly attacks the situation or people in it.	Ignore initially. Provide an appropriate opportunity for involvement. Assign as group recorder. Group response to the issue. Send him/her out for coffee. Acknowledge right to resist. Ask why resisting. Peer pressure (group minus facilitator takes care or problem)

Types of Resister	Resister Behavior	Strategies for overcoming resistance
The Clown	Likes to evoke laughter from the group. Enjoys the spotlight. Always has a wise crack. Seeks attention.	Encourage him/her when tensions need release. Laugh, compliment his/her wit. Ignore him/her when it's time to go to work and tensions are eased.
"My Boss Should Be Here, Not Me"	Whines, complains. Takes exception with content; indicate that it's not their responsibility.	Listen-- allow ventilation. Remain neutral but structure conversation so that they come up with solutions. Give reasons why what workshop is about can be used to change situation - or use to improve their performance even if administrator should have it too. Ask them how to make workshop useful for them. Ask them how we can help them effectively organize information or training to approach administrator. Emphasize the expertise and experience of group members to find solutions.
Moaner	Whines, complains "It can't work here." Blocks suggestions from trainer; negative about his/her situation.	Put responsibility for solution/ideas that <u>are</u> workable back on resister (utilize their expertise). Focus on which parts of the process this could work (turn from negative to positive). Acknowledge the validity of their feelings. Invite group responses. Facilitator should be aware (in advance) of which aspects of the process are/are not consistent with LEA policies and procedures.
"We tried this last year and it didn't work."	Blocks suggestions from trainer; negative about proposed solutions.	Ask for explanation/why it didn't work. Ask for another opinion. Examine alternatives. Elicit group support to continue. "Time out." Attempt to reintroduce resister into subsequent activities. Try confronting the individual. Assign limited responsibility (e.g. force field on barriers.) Excuse yourself and go home until next year.

Types of Resister	Resister Behavior	Strategies for overcoming resistance
Passive Non Verbal, non participant	Doesn't talk. Infrequent/ absence of eye contact. Avoids answering questions. Doodles; yawns; looks out window; cleans fingernails.	Don't personalize resistance. Get passiveness out of resistance -- need to be careful. don't kid oneself that as long as it's passive it isn't destructive. Avoid the "battle line" - eye contact. verbally. Find appropriate time for input from the resister. Indifference as to whether they buy in to what is presented.
Agitator	Talks about irrelevant topics. Starts arguments and disagreements within. Gets group off task.	Use disagreement to stimulate group discussion. Explore each side in depth and watch for possible applications for each view. Expand the discussion to subjects that take on more importance than the original question to gain collaboration from the group. Look for segments within each argument that both sides can agree upon, thus lessening the area of disagreement. Summarize and clarify the points made by both sides. Let the group decide the issue. If agreement can't be reached, state the problem as being unresolved and move to the next topic.

Portions of this section were adapted from: Borman, E. G. & Borman, N. C. Effective Small Group Communication. Second Edition. Minneapolis: Burgess Publishing Company, 1976.

PART TWO: STRATEGIES FOR ADAPTING THE TRAINING FORMAT AND ACTIVITIES

The information in this section is designed to offer trainers ideas for modifying the presentation activities or format to accommodate their own style and to better meet the needs of district personnel. Since the training package involves primarily the use of overhead transparencies, these suggestions allow both for inclusion of other materials and a change of pace.

The ideas in this section were submitted by participants in the training session held in Casper on March 27th and 28th, 1980. We acknowledge them for their contributions:

Robert Gutierrez, Diagnostician, Torrington ERC
Glenna Neff, Program Facilitator, Western Wyoming ERC
Beverly Jacobs, Program Facilitator, Albany County ERC
Florence Moudy, Program Facilitator, Laramie County ERC
Sarah Lyons James, Ph.D., Director, Platte County ERC
Marilyn R. White, Ph.D., Special Education Coordinator, Johnson County
Larry Sessions, Program Facilitator, Washakie County ERC
Rod Laird, Natrona County ERC
Chris Christiansen, Director, C-V Ranch
Roger Ririe, Program Facilitator, Crook County ERC
Keith Russell, Big Horn County ERC
Al Sheinker, Resource Specialist, Jackson
Lynn Hammersley, Director of Pupil Services, Natrona County
Peggy O'Brien, Master Teacher, Gillette
Beth Early, Wyoming SEA
Lamar Gordon, Wyoming SEA
Rollie Schilz, Program Facilitator, Hot Springs County ERC

Preliminary Steps

Placement Options:

Develop a marking system for the Decision Summary Checklist. One suggested system uses a "+" to indicate a perfect match of the child's needs and placement situation, a "✓" to indicate a possible match with adaptations, and a "-" to indicate major changes would be needed to use this option.

Show the checklist to regular education teachers first to see if they can make modifications in their classroom, and then they could bring that information to the Child Study Committee meeting.

Prioritize needs to determine how much weight to put on each factor.

List strengths and weaknesses of each placement option.

Make up additional option(s) if none of the "pat" options suit.

Due Process:

Make available, as an alternative instruction vehicle, the CEC multimedia presentation on Due Process, or the Learning Concepts package which also utilizes cartoons.

Make transparencies from the Learning Concepts film.

Modify the story in this module in your district to reflect the local demographic situation.

Tape the story in another voice to give the audience and presenter a break from the same voice...

or...use a story related by a participant and pick out the major points from the real situation. This method could also be effective for presenting the module on confidentiality.

Develop a written exercise to teach these points at the end of the lesson. Have participants read a short paragraph and pick out the violations.

Prepare a role play script. Participants could be holding appropriate signs.

Hand out take-home assignments which relate to the participants' own districts and direct participants to mail in the assignments.

Use flip charts with a narrative instead of the Due Process violation cartoons.

Screening

Behavior Indicators of Potential Problems:

Compile some hard, fast rules to measure the amount of deviance that warrants referral.

Suggest that teachers work on a problem for two to four weeks. If the problem continues to interfere with learning, it is time to refer.

Suggest that if more than one person perceives the same problem, this could be an indicator for referral.

Make sure that teachers understand that indicators do not constitute a diagnosis.

Show a filmstrip to portray these concepts. The film, Approaches to Mainstreaming addresses this topic.

Devise problem situations and follow up with a test and questions for discussion.

Elicit responses from teachers during training as to real situations they encounter in their classrooms and what they indicate.

Suggest to participants that they have another teacher verify their original concern.

Identify with participants the average expectations of behavior and then contrast possible problem situations. Real situations with children can be used in a similar way - i.e., contrast a problem child with two average children. This would also be a useful approach for parent training.

Use role playing to demonstrate how a teacher could cause misbehaviors and/or react to them inappropriately.

Referral Process:

Prolong the activity which involves closing eyes and focusing on one child.

Use a current, local referral form in the training along with the one in the package.

Stress the relationship of assessment to referral when training regular educators.

Follow one child through the whole process, if the same participants can be kept together long enough. It may be best to create a fictional composite child to avoid confidentiality conflicts.

Multidisciplinary Assessment

Sources of Bias in Evaluation:

Modify the administration of the sample achievement tests in this module in one or more of the following ways:

Take away the papers of any participant who exhibits inappropriate behaviors during the testing situation.

Administer the Dove and Bitch tests.

Stress the need for having a background in the culture of the child being tested, particularly concerning value-oriented aspects of the culture and test.

Stress the difficulty of interpreting test results in light of cultural and language differences.

Stress that assessment should not be limited to test results, but should involve other collected data.

Alter the type of test question/situation used in one or more of the following ways:

- Reverse or drop letters; change word order.
- Break lead in pencils, then ask participants to write the answers.
- Instruct participants to take off their glasses, and/or write with their left hand.
- Make participants sit in uncomfortable seats or on the floor.
- Entertain no questions from participants.
- Allow no out-of-seat behavior.
- Score tests, then state your credentials.

Bring test manuals to the training session for use with the test checklists.

Assessment Strategies:

Bring some tests and test manuals to the training, and run through one or more of the tests.

Invite Mental Health personnel to the inservice for this module.

Present this material at a basic/awareness level (i.e., what has been done out of necessity does not necessarily constitute a recommended best practice).

Writing a Comprehensive Report:

Suggest that a recorder be present, when the assessment team meets to share their findings, to write down a summary of each presentation. The compiled summary could be attached to the individual reports from each team member to be given to the Child Study Committee for determination of eligibility.

Determining Eligibility

Informing Parents of Assessment Results:

Modify the CSC meeting tape to allow for trainers' individual styles. Some suggested modifications include:

Tape parts of the tape - use the pause button to have participants fill in with a more correct response; or...

Stop tape intermittently for discussion or alternative responses.

Role play the meeting instead of playing the tape. Provide two script outlines, one demonstrating inappropriate behaviors, and one demonstrating appropriate behaviors.

Rewrite the script so that it is more appropriate to the local district situation.

Write or tape an appropriate meeting script.

Guidelines for Child Study Committees:

Modify the last paragraph of the report (Handout 10 - Guidelines for CSC Members), which relates the decision concerning the handicapping condition, to include a definite statement as to the committee's findings about the condition, rather than a recommendation of what the handicapping condition is.

PART III: TRAINERS' RESOURCES

There is a wealth of material, both commercial and non-commercial, relating to P.L. 94-142 and its implementation. The listing of materials in this section offers just a sample of available resources.

This section contains information as to books, articles and audio-visual materials which can assist trainers to more effectively deliver the content of the training. The resources are listed alphabetically by title according to the major components of the training package.

Preliminary Steps

Overview:

Child Study Team Training Program, Rucker, Chauncy N. & Vautour, J. A. Camille.
This kit contains a facilitator manual, participant manual, a book of readings, six filmstrips, eight cassettes and twenty overhead transparencies. This 50-hour modular multimedia program for administrators, teachers and support personnel, K-12, focuses on the development of skills, concepts, attitudes and group strategies for planning, implementing and monitoring IEPs for handicapped children. It is available from:

Special Education Associates
P.O. Box 9497
Austin, Texas 78766
(512) 345-8028
Cost: $300

Developing and Implementing Individualized Education Programs, Turnbull, A., Strickland, B., Brantley, J. Columbus: C. E. Merrill, 1978.
See specifically: Chapter 1, P.L. 94-142, The Education for All Handicapped Children Act.
Chapter 2, Translation of Legislative Requirements into Educational Practice.
Chapter 3, The Special Services Committee.
Chapter 4, Referral.
Chapter 5, Providing Notice to Parents and Obtaining Consent.

Cost: $9.95

Education of the Handicapped Brought Under P.L. 94-142 and Section 504. Compiled by The Education of the Handicapped Policy Project, George Washington University, Washington, D.C. 20036, November, 1978.

This document gives a comprehensive summary of court case litigation stemming from and/or related to the legislative criteria of P.L. 94-142 and Section 504. It offers case court references throughout the U.S. and its territories in nine specific categories: 1) free appropriate public education, 2) placement in the least restrictive environment, 3) placement at no cost to the parent, 4) due process procedures, 5) discipline/expulsion, 6) exhaustion of administrative remedies, 7) miscellaneous cases decided under P.L. 94-142 and Section 504, 8) cases that pose future P.L. 94-142 and Section 504 issues, and 9) cases to note. To obtain current price and document availability, write or phone:

National Association of State Directors of Special Education, Inc.
1201 16th Street, N.W., Suite 610E
Washington, D.C. 20036
(202) 833-4193 or (202) 833-4218

or also write:

Education of Handicapped Policy Project (EHPP)
1001 Connecticut Avenue, N.W., Suite 310
Washington, D.C. 20036

Exploring Issues in the Implementation of P.L. 94-142: IEP/LRE/PEP/DUE. Research for Better Schools, 444 N. 3rd Street, Philadelphia, Pa. 19123

This packet is a series of four books prepared by the Bureau of Education for the Handicapped (BEH) to present issues and concerns related to provisions of P.L. 94-142. The volumes are:

(1) Developing Criteria for the Evaluation of Individualized Education Program Provisions
(2) Developing Criteria for the Evaluation of the Least Restrictive Environment Provision
(3) Developing Criteria for the Evaluation of Protection in Evaluation Procedures Provisions
(4) Developing Criteria for the Evaluation of Due Process Procedural Safeguard Provisions

Cost: $15.00

Functions of the Placement Committee in Special Education: A Resource Manual. NASDSE staff.
This 105-page manual is a guide for inservice trainers and local school district placement committees explaining their responsibilities in the development of IEPs for handicapped children, in compliance with federal and state requirements under P.L. 94-142.

Available from: National Association of State Directors of Special Education
1201 Sixteenth Street, NW
Washington, D.C. 20036
(202) 833-4193

$3.50 per copy
$3.00 each in quantities of 10 or more

Individualized Education Programs for Handicapped Children. Foundation for Exceptional Children, 1920 Association Drive, Reston, Va. 1978. Cost: $65.00

Three color filmstrips, three tape cassettes, 13 minutes each, includes Primer on Individualized Education Programs for Handicapped Children, edited by Scottie Torres Higgins.

The sound/filmstrip package provides assistance in understanding and developing individualized education programs (IEPs) for handicapped children. Filmstrips focus on the components of P.L. 94-142 (the Education for All Handicapped Children Act), the assessment process, and issues related to the IEP, such as monitoring pupil progress. A how to manual reviews policies and includes a sample IEP form.

The Law and Handicapped Children in School: Overview.

This is a review of the provisions and background of P.L. 94-142 and P.L. 93-172, section 504, by Howard H. Spicker, Ph.D., Professor of Special Education, Indiana University, and Congressman John Brademas, a major sponsor and key legislator responsible for passage of P.L. 94-142. Explanation of the two law centers on the rights of all handicapped individuals to receive an appropriate education the same as non-handicapped individuals in all programs and activities receiving federal financial assistance. The "Overview" summarizes the succeeding programs in the series and how they bear upon procedures for implementing various portions of the law. This is a videocassette, in color, 30 minutes.

Available from: Audio-Visual Center
Indiana University
Bloomington, Indiana 47405

Order # EVU 1700
Purchase price: $160
Rental Price: $15.75

Child Find:

Child Find: A Handbook for Implementation. Colorado Department of Education, Special Education Services, 410 State Office Building, Denver, Colorado
Phone: (303) 839-2727
Cost: $16.00

Child Identification: A Handbook for Implementation. Mid-East Regional Resource Center, George Washington University, 1901 Pennsylvania Ave, NW, Suite 505, Washington, D.C. 20006, and National Association of State Directors of Special Education (NASDSE), Washington, D.C. 1976.

Referral:

The Referral Process. Monograph #4.

Available from: Educational Service Unit #9
Child Service Demonstration Center
Title VI-G
Hastings, Nebraska

Placement:

Children Learn Together: The Integration of Handicapped Children Into Schools. Syracuse, New York: Human Policy Press (a slide show).

A powerful statement on mainstreaming including a discussion of the history of exclusion and segregation of disabled children and the recent forces -- court decisions, parent power, changing attitudes-- that are encouraging mainstreaming. It presents arguments for integration and responds to the concerns typically raised by teachers and parents. The slides demonstrate what is necessary for integration

including preparation, individualization, and range of specific supports and services to teachers. The slide show consists of 132 slides.

Configurations of Change: The Integration of Mildly Handicapped Children Into the Regular Classroom. Kreinberg, N., Chow, S.H.L. (Eds.)

This book focuses on the problems of change within the whole mainstreaming movement. The issues examined fall into four broad areas: legal constraints, teacher preparation, instructional arrangements, accountability procedures.

Available from: Adapt Press
Sioux Falls, South Dakota
Cost: $11.95

Designing Schools and Schooling for the Handicapped. Birch, J. W., Ph.D., & Johnstone, K., F.A.I.A., 1975

This document discusses mainstreaming, the relationship of special education to education as a whole, the influence of space on learning, considerations in facility design, and the architectural response to building function.

Available from: Charles C. Thomas, Publisher
Bannerstone House
301-307 E. Lawrence Avenue
Springfield, Illinois
Cost: $14.50

Instructional Alternatives for Exceptional Children. Deno, E. N., (Ed.), 1972.

This monograph focuses on how the interface between regular and special education can be improved. The book is divided into four sections: 1) Programs to Train New Kinds of Instructional Management Mediators, II) Resource Teacher Programs, III) Training Programs Accompanying Structural Change Efforts, and IV) Commentaries. The papers in this collection were prepared by persons who have pioneered the development of successful training models for mainstreaming. These models include: the "statistician;" "diagnostic-prescriptive teacher;" "learning problems approach;" the Houston Plan and Madison School Plan. This book is a valuable resource to those administrators and trainers who are involved in the design of new educational delivery strategies and support services.

Available from: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Cost: $3.85

Mainstreaming, A Practical Guide. Paul, J. L., Turnbull, A. P., & Cruickshank, W. M. Syracuse University Press, 1977.

Individualized instruction; planning for mainstreaming; preservice, inservice, and continuing education; implementation; 100-question inventory of the level of teacher knowledge and skills for teaching exceptional children.

Available from: Syracuse University Press
Syracuse, New York 13210
Cost: $9.95

Mainstreaming Training Series.

This is a multimedia training series offering workshop programs on the successful implementation of the requirements of P.L. 94-142. Techniques useful for mainstreaming exceptional children are presented through experiential learning activities, filmstrips and audio-cassette tapes. Each kit in the series contains complete instructions for implementing one-hour workshops including activities, group discussion subjects and use of the filmstrip/cassettes. Titles in the workshop series are: (1) Keeping in Touch with Parents, (2) The Public Law Supporting Mainstreaming, and (3) Individualized Educational Programming.

Available from: Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Cost: $49.95 workshop kit, $5.95 paperback titles

Placing Handicapped Students in the Least Restrictive Environment: A Model for Decision-Makers. Pennsylvania Department of Education, Bureau of Special Education, and the National Learning Resource Center of Pennsylvania, King of Prussia, Pennsylvania, 1979.

Principals Training Program. Region III Education Service Center. Austin, Texas: Author (6504 Tracor Lane, Austin, Tx. 78721).

An extensive training package which develops the "rationale for returning the handicapped child to the regular classroom, alternate administrative and instructional arrangements for programming for handicapped students in the regular classroom" (including filmstrip presentations of the different models of the Resource Specialist concept) and "how to administer a building special education program" which discusses the team assessment procedure, instructional planning and organization for delivery of services. Contents: This is a multimedia package. It contains two 16 mm films, eight filmstrips with cassettes, seven transparencies, a Book of Readings, a Leaders Manual, and Participant Manuals. Strengths: Well organized. Task sheets are practical and oriented to the role of the principal in mainstreaming. Good introduction to mainstreaming and ways to deal with problems of implementation. Fosters understanding of the roles of all those involved in the mainstreaming process. The program is flexible and can be adapted to local needs.

Resource Teaching: A Mainstreaming Simulation.

Four sound filmstrips in color, 40 minutes. Here workshop participants have the opportunity through simulation to assume the role of newly appointed resource teachers. The program emphasizes development of communication and other interpersonal skills needed to deal with the principal, parents, other teachers and students. Scheduling, evaluation, record keeping, structural components are considered along with teaching strategies for specific learning problems. An activity packet is included.

Available from: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216
Cost: $125.00

Teacher Training Program: Mainstreaming Mildly Handicapped Students in the Regular Classroom. Austin, Texas: Author, 1976.

A multi-media training package which focuses on skills, concepts, and attitudes necessary to successfully mainstream including: areas of individualizing instruction, utilizing alternate behavior management strategies, interfacing the regular and special education. Program contains Facilitator Manual, Participants Manual, 7 filmstrips and tapes, games and puzzles, six audiotape cassettes, 41 transparencies, and two 16 mm films. The program phases (Mainstreaming Group Activities, Skill Building, Individualized Activities, and Implementation Take Home Reinforcement) comprise 45 to 50 hours of instruction.

Due Process:

A Primer on Due Process: Educational Decisions for Handicapped Children. Abeson, A., Bolick, N., & Hass, J. The Council for Exceptional Children, Reston, Virginia: 1975.

Details the rights of children and parents in the educational decision-making process (book).

Due Process. Ikon and Hubbard, Northbrook, Ill., 1979.

Slide/tape of a simulated due process hearing designed especially for special education teachers and administrators. This mediated training program explains the why, the what and the how of Due Process under the law.

Available from: Ikon and Hubbard
P.O. Box 104
Northbrook, Illinois 60062
Price: $90.00

The Right to Education. Gilhool, T. K. Council for Exceptional Children, Reston, Virginia: 1973.

A tape cassette of a speech providing an overview of litigation relevant to the education and rights of exceptional children.

Screening

Issues in Screening:

Computer Assisted Remedial Education: Early Identification of Handicapped Children. Cartwright, G. P., & Cartwright, C. A. Computer Assisted Instruction Laboratory, College of Education, Pennsylvania State University, University Park, Pa. 1972 (b)

Mainstreaming Preschoolers: Children with Learning Disabilities. Hayden, A., Von Hipple, S. C., & Baer, S. DHEW Publication No. (GHDS) 78-3117.

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The Screening, Assessment & Educational Programming of Pre-School Handicapped Children: A Primer. Sommer, S., & Churton, M.
Ironton-Lawrence Co. - Head Start
P.O. Box 517
Ironton, Ohio 45638

Behavioral Indicators:

Exceptional Children in Focus, 2nd Edition. Payne et al.

This readable, compact, stimulating text provides a light, often humorous look at the problems teachers experience, as well as a straightforward presentation of the basic facts about exceptionalities. Personal anecdotes of the feelings and ideas of exceptional children and those who work with them are followed by basic information on definition, prevalence, and etiology, along with discussions of fundamental concepts, current issues and trends.

Available from: Charles E. Merrill Publishing Company
a Bell & Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Survey of Published Instruments:

The BCP - Behavioral Characteristics Progression.

Available from: VORT Corporation
P.O. Box 11552
Palo Alto, California 94306

Cost: BCP Charts (set of 3) - $4.35
BCP Observation Booklet - $9.85
BCP Binder - English Version - $10.95
BCP Binder - Spanish Version - $6.49

The BCP, a widely used criterion-referenced tool, offers a single comprehensive approach for assessing needs, setting objectives and implementing instruction. Its efficient design helps in pupil recordkeeping and communication between staff and parents. Each Goal Area begins with primary behaviors and is sequenced to "socially acceptable" behaviors. Applicable to a wide range of individuals. Helps you maintain an accurate record of each individual's unique needs and educational performance. Available in three formats, each with identical content, Goal Areas contain up to 50 behaviors. Identifying Behaviors permit quick screening of each Goal Area.

Early School Inventory.

This is an observational screening instrument in the form of a checklist. It provides systematic recording of observed physical, language, social-emotional, and cognitive development of each child. Both the MRT and the Inventory may be teacher administered. The MRT is hand or machine scorable; the Inventory has no formal scoring system.

Available from: The Psychological Corporation
A Subsidiary of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N.Y. 10017

McCarthy Screening Test (MST).

This is a new, individual screening instrument for children 4 to 6½ years old. It is adapted from the more comprehensive McCarthy Scales of Children's Abilities. The McCarthy Screening Test can be administered by a classroom teacher or a trained paraprofessional in about 20 minutes. The McCarthy Screening Test includes six tests that measure cognitive and sensorimotor functions that indicate a child's ability to cope with school work in the early grades. The six measures include verbal memory, right-left orientation, leg coordination, draw-a-design, numerical grouping, and conceptual grouping. The screener will help to identify learning disabled children, as well as those with other kinds of handicaps. The MST quickly identifies those children who are "At Risk." Hand scorable only.

Available from: The Psychological Corporation
A Subsidiary of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N.Y. 10017

Teachers Handbook of Diagnostic Inventories: Spelling, Reading, Handwriting, Arithmetic, A Handbook with Duplicator Masters. Mann, P. H. and Suiter, P. Boston: Allyn and Bacon, Inc., 1974.

Teacher's Handbook of Diagnostic Screening: Auditory, Motor, Visual, Language, A Handbook with Duplicator Masters. Mann, P. H., & Suiter, P. Boston: Allyn and Bacon, Inc., 1974.

Walker Problem Behavior Checklist (Revised 1976). Walker, H. M.

Available from: Western Psychological Services
Publishers & Distributors
A Division of Manson Western Corporation
12031 Wilshire Boulevard
Los Angeles, California

Cost: $10.50 includes manual and 100 copies of the checklist

Multidisciplinary Assessment

Sources of Bias in Evaluation:

Assessment.

Howard H. Spicker, Ph.D., interviews Harold E. Dent, Ph.D. (Director, Consultation and Education Services/Westside Community Health Center, San Francisco, California) concerning his prolonged effort to expose the weaknesses of culturally biased I.Q. tests in assessing the educational abilities of minority groups. Dent was one of the three key consultants in the Larry P. vs. Riles class action suit filed by black parents - a landmark case in the struggle to eliminate the use of standardized I.Q. tests with minority groups. In this interview Dent provides examples of discriminatory test items which can lead erroneously to classifying minority students as slow learners.

Videocassette, 30 minutes, in color.

Available from: Indiana University
Audio Visual Center
Bloomington, Indiana 47401

Order # EVU 1702

Cost: Purchase $160, Rental $15.75

"Concepts of Bias in Assessment and WISC-R Research with Minorities." Reischey, D. In Vance, H. & Wallbrown, F. WISC-R: Research and Interpretation. Washington, D.C.: National Association of School Psychologists, in press.

Creating Awareness of Test Bias: A Training Package. NLRCP, 1978.

The purpose of this training program is to alert educators to the potential biases inherent in the assessment of exceptional children. Through the use of eight simulated activities, educators are introduced to the various problems encountered by a child in a testing situation.

Available from: National Learning Resource Center of Pennsylvania
and the Pennsylvania Department of Education
500 Valley Forge Plaza
1150 First Avenue
King of Prussia, Pennsylvania 19406

Cost: $2.00 per booklet

How Can Tests Be Unfair? A Workshop on Nondiscriminatory Testing. Nazzaro, J., 1975.

Developed to demonstrate problems in current assessment practices. Six simulation activities allow participants to experience test biases encountered by children with different language or cultural backgrounds, perceptual or motor problems. Contents: Overview; Directions to workshop leader; 20 booklets for participants; masters for 6 simulated test activities; directions for summary presentations;

evaluation forms; summary evaluation sheets.

Available from: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia

Cost: $35.00

Larry P. vs. Wilson Riles, Superintendent of Public Instruction for the State of California, et. al. in the United States District Court for the Northern District of California. October, 1979. No. C-71-2270 RFP, Opinion.

This document is a complete copy of the most recent landmark court decision related to multidisciplinary assessment. For those interested in availing themselves of the "hot off the press" most current trends in legislated mandate for multidisciplinary assessment, this transcript is the most direct source for:

- Right to assessment conducted by professionals trained in nonbiased, culturally fair assessment techniques;
- Intellectual assessments using nonbiased, culturally fair techniques/instruments;
- Use of a team approach in assessment and other multidisciplinary assessment related concerns.

Available from: Institute of Pluralistic Assessment
Research and Training (IPART)
2914 Rubidoux Boulevard
Riverside, California 92509

Cost: $7.00

Protection in Evaluation: A Resource Manual. NYRRC, 1977.

This resource manual examines the testing practices of minorities in the following areas: a) Historical and Theoretical Implications, b) Social and Political History of I.Q. Tests, c) Standardization Criteria Used to Classify Children for Placement, and d) Litigation Challenging Testing Practices and the Overrepresentation of Minorities in Special Education.

Available from: New York Regional Resource Center
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York
33 West 42nd Street
New York, New York 10036

Cost: $2.26

"Psychological Assessment and the Rights of Children." Mercer, J. In N. Hobbs (Ed.), Issues in the Classification of Children (Vol. 1). San Francisco: Jossey-Bass, 1975.

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System of Multicultural Pluralistic Assessment (SOMPA).

This is a new, integrated system for individual assessment of the cognitive abilities, sensorimotor abilities, and adaptive behavior of culturally different children 5 to 11 years old. SOMPA also provides a unique estimate of learning potential that may be masked by sociocultural or health factors. SOMPA gathers information about the child through a three-part Parent Interview and a six-part direct examination of the student. The Parent Interview includes the Adaptive Behavior Inventory for Children, Sociocultural Scales, which measure the family's social, cultural, and economic characteristics, and Health History Inventories, which survey past and present health conditions. The Student Assessment includes administration of the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Bender Visual Motor Gestalt Test, and tests of physical dexterity, visual acuity, auditory acuity, and weight by height. SOMPA provides a unified approach to the assessment of highly diverse aspects of functioning. It gives schools the different kinds of information necessary to provide for each child's individual educational needs. The Parent Interview can be conducted by a paraprofessional thoroughly familiar with SOMPA. Special training is required to administer the WISC-R and Bender tests. The other student health measures may be administered by a nurse. Within the framework of the comprehensive evaluation required by P.L. 94-142, overall interpretation of SOMPA should be made by a psychologist or team of qualified professionals.

Available from: The Psychological Corporation
757 Third Avenue
New York, N.Y. 10017

Using tests in nondiscriminatory assessment. Oakland, T. & Matusek, P. In T. Oakland (Ed.), Psychological and Educational Assessment of Minority Children. N.Y.: Brunner/Mazel, 1977.

Assessment Strategies:

Adaptive Behavior: Concepts and Measurements. Coulter, W. & Morrow, H. (Eds.) New York: Grune & Stratton, 1978.

A Guide to 65 Tests for Special Education. Compton, C. 1980.

Available from: Fearon Education, a division of Pitman, Inc.
6 Davis Drive
Belmont, California
(415) 592-7810

Cost: $12.95

This book reviews 65 tests which are frequently used in special education. Following an overview of assessment processes in the Introduction, the test reviews are organized into three parts. Part I contains the skill area tests, specifically tests dealing

with academic achievement and ability, perception and memory, speech and language, and gross motor skills. Part II discusses preschool and kindergarten tests, focusing on assessment tools for the child from birth to 6 years old.

In Part III, general intelligence tests and developmental scales are reviewed. The ordering of tests within each chapter is explained in the opening pages for that chapter. The book is intended for educators working with students in the primary and intermediate grades although many of the tests that are reviewed can be used with junior high school students.

An Annotated Bibliography on Adaptive Behavior and Developmental Assessment Instruments. Midwest Regional Resource Center.

The purpose of the bibliography is to provide an annotated listing of 30 adaptive behavior instruments which are used in screening and formulating diagnoses for severely and profoundly handicapped children.

Available from: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

Assessment-Diagnosis-Remediation. Color, 28:30 minutes, Video.

Viewers learn how to use developmental scales and information provided by ancillary professionals to determine a child's educational requirements, as well as what precautions to take.

Available from: Charles E. Merrill Publishing Company
A Bell & Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Cost: $195.00

Assessment in Special and Remedial Education. Salvia, J. and Ysseldyke, J. E. Boston: Houghton Mifflin Co., 1978.

An introduction to psychoeducational assessment in special and remedial education, this text is intended for those whose careers require understanding and informed use of assessment data, but who have no prior knowledge of measurement and statistical concepts. Part II, consisting of five chapters, is of particular value to those who need basic technical information to understand and interpret tests adequately. Topics include descriptive statistics, quantification of test performance, reliability, validity, and norms.

The Assessment Tool that Meets your Needs: The One You Construct. McCormack, J. E. Teaching Exceptional Children, 1976, 8(3), 106-109.

Steps leading to construction of an informal assessment tool to provide the teacher with information on individual student's level

of functioning in various skill areas are described. These include determining objectives, analyzing tasks, constructing classroom objectives matrix, developing items, listing assessment procedures, designing data sheet.

Conducting Assessments in Special Education. NASDSE.

A slide/tape presentation designed for inservice training with parents, educators, administrators and assessment personnel. This media presentation covers the federal requirements for conducting assessments in special education. Cost: $40.00

Domain Referenced Testing in Special Education. Hively, W. and Reynolds, M., 1975.

Implications of domain referenced testing (also known as criterion referenced and objective referenced testing) for special education. Helpful for teachers, administrators, curriculum supervisors in making assessment part of their program.

Available from: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Cost: $4.00

Ecological Assessment. Wallace, G. & Larsen, S. In Educational Assessment of Learning Problems: Testing for Teaching. Boston: Allyn & Bacon, Inc., 1978, 99-146.

Educational Assessment of Learning Problems: Testing for Teaching. Wallace, G. and Larsen, S. Boston: Allyn & Bacon, Inc., 1978.

Detailing the basic theoretical, philosophical, and political issues affecting assessment, this comprehensive and readable reference analyzes hundreds of standardized tests and provides directions for designing and administering a variety of informal, teacher-made tests. Individual chapters focus on assessment tests and techniques for reading, written and spoken language, spelling, arithmetic, career education, and ecological and early childhood development. Sample case histories are included.

Identifying Handicapped Children: A Guide to Casefinding, Screening, Diagnosis, Assessment and Evaluation. Cross, L. & Gaink (Eds.)., 1978.

Examines the scope of an identification program within the context of casefinding, screening, diagnosis, assessment, and evaluation. Also includes an annotated bibliography of screening, diagnosis and assessment devices.

Available from: Walker & Company
720 Fifth Avenue
New York, New York 10010

Cost: $6.95

Measurement and Evaluation in Teaching (3rd Ed.). Gronlund, N.E. New York: Macmillan Publishing Company. 1976.

Two chapters in this book are of particular interest to those educational practitioners who must administer, score, and interpret tests. Chapter 11 deals with assembling, administering, and appraising classroom tests, and Chapter 15 addresses the interpretation of test scores and norms. In addition, all of Part V concerns the use of evaluation results in teaching, and an appendix on elementary statistics defines terms and formulas needed in educational measurement.

Psychological Testing and Assessment. Aiken, L. R. Boston: Allyn & Bacon, Inc., 1976.

Designed as a college text, this book is also a comprehensive sourcebook of information and procedures for professionals concerned with testing. It includes sections on the methodology of psychological testing, affective and cognitive assessment, various classes of tests, and specific tests within those classes. Contemporary developments in testing, legal and ethical issues, and future prospects are enumerated. A glossary of psychological terms, a list of major United States publishers of tests, and an extensive bibliography comprise the final section.

Tests Used with Exceptional Children. Miller, S. and the Midwest Regional Resource Center, July, 1975.

The purpose of the bibliography is to provide an annotated listing of over 75 assessment instruments which are used in screening and formulating diagnoses.

ED 132 773, EC 092 204
MF $.83, HC $4.67 plus postage, 98 pages

Writing a Comprehensive Report:

Mental Health and the IEP. NASDSE, 1979.

A humorous slide/tape presentation developed for educators and assessment personnel. This presentation is especially designed for use in inservice workshops. This material presents information which relates the function of assessment in special education to IEP development. The presentation also provides a rationale for the writing of synthesized, comprehensive assessment reports.

Available from: National Association of State Directors of Special Education
1201 16th Street
Washington, D.C. 20036
Cost: $40.00 (8 minutes)

Writing Individualized Assessment Reports in Special Education: A Resource Manual. National Association of State Directors of Special Education. Washington, D.C.: December, 1978.

This manual offers a unique and invaluable set of guidelines for writing assessment reports. The manual provides a step-by-step procedure for synthesizing individual assessment reports into a single comprehensive report. It contrasts poorly written assessment statements with well written ones and it also provides some practice activities for writing useful assessment statements.

The document concludes with a summary of P.L. 94-142 regulations which are applicable to the assessment process. The appendices offer a "state of the art" article on assessment and an annotated bibliography of other assessment resources.

Available from: NASDSE
1201 Sixteenth Street, NW
Washington, D.C.
(202) 833-4193

Determining Eligibility

Effect on parents. Gorham, K. A. et al. In N. Hobbs (Ed.). Issues in the classification of children (Vol. II). San Francisco: Jossey-Bass, 1976.

Parental involvement in the special education pupil planning process: The school's perspectives. Yoshida, R. K., Fenton, K. S., Maxwell, J. P., & Kaufman, M. J. In Child Study Team Training Package. Austin, Texas: Educational Research Associates, 1977.

Preparing for the IEP Meeting: A Workshop for Parents. Nazzaro, J. CEC, 1979.

A two hour training package developed to help parents become productive participants at the IEP meeting. It provides opportunities for parents, teachers, and administrators to actively participate in problem solving situations related to a student's educational program. Directions and reproducible materials for participants are contained in a 64 page guide. A sample invitation to families, suggestions for fact sheets and resource lists, and evaluation forms are provided. The package also includes a filmstrip introducing basic information about IEPs. The workshop is designed for use by school systems, parent groups, advocacy agencies, and for teacher training.

Available from: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Cost: $35.00

A Resource Guide for the Determination of Learning Disabilities. Texas Education Agency, 1980. Austin, Texas.

Cost: $2.00

IEP Development

Child Study Committee:

Individualized Educational Programming (IEP): A Child Study Team Process. Schrag, J. A., 1977.

The second in a series of six books designed to acquaint regular class teachers with the concept of mainstreaming exceptional children focuses on developing individualized education programs (IEPs). A cartoon format is used to review the need for IEPs, the definition of an IEP, the role and functions of a Child Study Team (including staff members' training, and organization), the components of an IEP, and the process of a Child Study Team may follow to plan and implement IEPs.

Guide for Trainers: A Resource for Workshops in Developing Individual Education Programs. Norman, M., (Ed.)., 1977.

Intended for local education agency personnel, the trainer's manual provides information on a tested, workable training process and materials to be used in the training of placement committees for decision-making in the development of individualized education programs (IEPs) under P.L. 94-142. Covered in the first section are instructions for planning, conducting, and evaluating the workshop. The bulk of the document consists of appended materials which include the following: a list of materials and media available from the National Association of State Directors of Special Education, instructions for decision-making exercises, large type copies of IEP provisions in P.L. 94-142 to be used for transparency displays, and suggested simulation in the writing of long-term goals and short-term objectives, IEP simulation activities, and sample evaluation forms.

Available from: National Association of State Directors of Special Education
1201 16th Street, NW
Washington, D.C. 20036

Cost: $3.50
EDRS Price MF-$.83 HC-$10.03 plus postage.
ED 146767

The IEP: Team Planning.

Focusing on an individual case, this film stresses the critical role parents play in their child's educational program, and looks at the process of assessment and team planning that must go into the design of the IEP. Viewers sit in on the team's meeting with the child's mother to report the results of their assessments and to set goals. Later the team meets to define more precisely the objectives established for the child.

Available in 16 mm film from Merrill Publishing.
Cost: $100.00

Special Education Administration Task Simulation Game (S.E.A.T.S.) Instructor's Manual/Student Booklet. Sage, D.D., Syracuse: Syracuse University, 1977.

These booklets provide a number of simulations that would be useful in training groups to work as teams in developing an IEP. The simulations include detailed descriptions of various roles the participants can take as members of the team making educational decisions in regard to a handicapped student.

Available from: Division of Special Education
Syracuse University
Box 8, University Station
Syracuse, New York 13210

Total Service Plan:

Developing and Implementing Individualized Education Programs. Turnbull, Strickland, and Brantley. Columbus: Charles E. Merrill.

This complete practical how-to guide details both the procedural steps and the mechanics of writing IEPs. From the point of referral to the special services committee, this handbook takes you step-by-step through the process to the actual IEP writing by the specially constituted IEP committee. It supplies numerous anecdotes, examples, curriculum checklists, and sample forms that demonstrate how to make IEPs happen.

Available from: Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Getting It Together with P.L. 94-142: A Practical Guide to IEP Development and Implementation. Hedbring, C., 1977.

The manual discusses step by step development of IEPs for handicapped children, as mandated in P.L. 94-142. The first section reviews the background and scope of P.L. 94-142, while the second focuses on 10 steps in the development of IEPs, including selecting an assessment guide, listing instructional objectives, developing logical task analyses, graphing, and promoting generalization. The next section considers steps in building a curriculum file (such as selecting and listing instructional objectives, determining prerequisites, and developing logical task analyses for each of the objectives and prerequisites). Five steps in building a student file are explained to include separating behavioral objectives into short term objectives and annual goals and graphing student performance. A final section contains an IEP program analysis checklist covering aspects of preparation, instruction, and consequences. Throughout the manual, sample forms are included, as is a list of IEP information resources.

Available from: Hedbring Associates
Program Steppe
17 Prospect Street
Greenwick, N.Y. 12834

Cost: $8.95

How to Write an IEP. Arena, J. San Rafael, Ca: Academic Therapy, 1978.

Individualized Educational Programming Emphasizing IEPs for Very Young and for Severely Handicapped Learners (An IEP on IEP!) Pasanella, A. L., Volkmor, C. B., Male, M., Stem, M.

A programmed manual is designed to instruct special educators in the development of IEPs. Sections include: IEP overview; present levels of performance, long-range goals, annual objectives, placement alternatives, special education services, evaluation and annual review, short-term objectives and learning steps, instructional strategies and techniques, materials and resources, progress checks, and appendices.

Available from: California Regional Resource Center
600 S. Commonwealth Avenue, Suite 1304
University of Southern California
Los Angeles, California 90005
(213) 381-5231

The Individualized Educational Program (IEP) Manual. Lynn, J. J., Woltz, D., & Brush, W. Holister, CAL Argonaut Publications, 1977.

Includes information on: Education for all Handicapped Children Act and the IEP; Student Study Teams and the IEP; Components of an IEP; Assessment of the Student's Needs; and Development, Implementation and Evaluation of IEPs.

Available from: Argonaut Publications
P.O. Box 147
Holister, California 95023

Writing Long-Term and Short-Term Objectives, A Painless Approach. Thompson, D. Champaign, IL: Research Press Company, 1977.

Annual Review:

Annual Review.

A realistic simulation shows the typical participants and procedures involved in an annual review of a student's Individualized Education Program. The previously prescribed instructional goals and recommendations are evaluated in terms of the past year's progress, and plans prepared for the upcoming year. Participants include the student's parents, teachers, counselor, and the school's psychologist and administrators. An introduction to the legal requirements of an annual review is presented by Howard H. Spicker, Ph.D., and Dorothy Semmel, Ed.D., Indiana Uriversity.

Available from: Audio-Visual Center
Indiana University
Bloomington, Indiana 47405
Cost: $160/rental $15.75

Conducting the Annual Program Review: A Guide. Midwest Regional Resource Center, Des Moines, Iowa: 1978.

Implementing the IEP

Behavior Management Strategies for Classroom Application. Larrivee, B. Research for Better Schools. Philadelphia: 1979.

This module is a comprehensive inservice training material providing for workshop presentation and classroom use. The manual is organized into four 2-hour training sessions including; introduction to behavior management, basic intervention principles and procedures, reinforcement strategies for positive change. Masters are provided for workshop and classroom use including case histories, explanatory information, reference pages, workshop activity sheets, games and sample data collection and pupil contract and award sheets.

Available from: Research for Better Schools
401 N. 4th Street
Philadelphia, Pennsylvania 19123

Cost: $15.00

Contingency Management. Langstaff and Volkmor.

This self-study guidebook is accompanied by four sound filmstrips It describes and illustrates the contingency management system for meeting the challenge of motivating pupils and promoting the development of their self-management. How to develop a five-day contingency management program is shown step-by-step.

Creating instructional sequences. Siegel and Siegel. San Rafael, CA: Academic Therapy, 1977.

Data-Based Program Modifcation: A Manual. Deno, S. L. & Mirkin, P. K. University of Minnesota, 1977.

This presentation of Data-Based Program Modification (DBPM) has seven parts. Part I contains three chapters of introductory material: (a) the rationale for the use of DBPM to develop programs, (b) the contextual framework for DBPM, and (c) the measurement procedures that are basic to DBPM. Part II covers the specific sequence of activities in the initial assessment phase; Part III continues the sequence of activities during program planning; Part IV, V, & VI cover, in succession, the program implementation, program adjustment, and program certification activities; Part VII concentrates on consultation and training, activities in which the Special Education Resource Teacher assumes an indirect service role.

Available from: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Individualized Education Plans (IEPs), A Trainer's Guide. California Regional Resource Center, 1977.

The workshop not only focuses on developing IEPs to comply with P.L. 94-142, but more closely with IEP Implementation Strategies. The goals of this workshop are to provide general information on the overall process of instructional programming; to provide an opportunity for participants to apply IEP skills in the development of an IEP for an identified student; and to supply information and materials for a team to use in training others to develop IEPs. Material used for training is included in this workshop as well as training options or ways to use the content of the training package.

Available from: California Regional Resource Center
600 S. Commonwealth Avenue, Suite 1304
Los Angeles, California 90005

Informal Diagnosis and Prescriptive Programming: A Workshop. Midwest Regional Resource Center.

This is the first of a series of three inservice training packets. Training modules are outlined for: Defining the Problem and Identifying What Will Meet the Student's Need, Task Analysis, Error Pattern Analysis, Systematic Inquiry, Discovering What the Child Can and Can't Do and Setting Priorities, Behavioral Objectives, Learning Methods, Task Analysis of Materials, Matching Learning Characteristics, and Designing Materials. Each module contains three sections: Facilitator notes, Activity notes, and Activity sheets.

Available from: Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
ED 132 751, EC 092 050, 363 pages

Cost: MF $.83, HC $19.41 plus postage

Informal Diagnosis and Prescriptive Programming: A Follow-Up Workshop. Midwest Regional Resource Center.

This document is the second of a series of three workshops. It was designed to review the materials presented in the first workshop in the series, Informal Diagnosis and Prescriptive Programming: A Workshop. It also presents some new and expanded material.

Available from: Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
ED 136 514, EC 100 029, 300 pages

Cost: MF $.83, HC $15.39 plus postage

Informal Diagnosis and Prescriptive Programming: Inservice Training Modules for Personnel who Teach the Severely, Multiply Handicapped. Midwest Regional Resource Center.

Contains inservice modules on: Defining the Problem, Task Analysis, Systematic Inquiry, Behavioral Objectives, Task Analysis of Materials,

and Designing Materials. These modules were intended for use with personnel working with the severely, multiply handicapped and to teach informal diagnostic techniques and skills necessary to complete some phases of prescriptive programming. These materials should be used in conjunction with training in other diagnostic and prescriptive programming skills.

Available from: Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
ED 136 515, EC 100 030, 163 pages

Instructional Based Appraisal System: Resource Set. Meyen, E. L. (Ed.). Bellevue, Washington: Edmark Associates, 1977.

This set of materials including an "Introduction to IBAS," diagnostician's manual, teacher's guide, IBAS management forms and objective cluster banks is designed for managing and planning individual prescriptive programs for handicapped students in reading, mathematics and social skill/behavior development. This system provides for continuous monitoring of pupil performance, relates appraisal directly to instructional planning and defines clusters of 224 separate goals and accompanying objectives for the curriculum areas above.

Available from: Edmark Associates
13241 Northup Way
Bellevue, Washington 98005
(800) 426-0856

Cost: $60.00 per set

The IIP: Consequences.

Color, 28 minutes, Video.

Using reinforcers to effectively motivate children is the focus of this film. It gives guidelines for phasing out artificial reinforcers so that the child relies more on intrinsic rewards.

Available from: Charles E. Merrill Publishing Co.

Cost: $195.

The IIP: Instructional Procedures.

Color, 28 minutes, Video.

Here is a lesson in matching the most effective instructional procedure to the child's particular phase of learning. Simple but reliable rules for gauging when to change instructional procedures are given.

Available from: Charles E. Merrill Publishing Co.

Cost: $195.

The IEP: Making It Happen.

Color, 14 minutes, Video.

Viewers witness systematic instructional procedures which are proving to be most successful in teaching handicapped pupils. Behavioral strategies, task analysis, management strategies are all illustrated. The viewer observes different children with different handicaps learning through systematic instruction. A variety of instructional aids and materials are reviewed, along with the use of peer tutoring, paraprofessional, and self-instruction as options available to achieve each child's IEP objective.

Available from: Charles E. Merrill Publishing Co.

Available in 16 mm.

Cost: $100.

The IIP: Materials.

Color, 28 minutes, Video.

To help teachers solve the problems of finding the right materials, this film shows how existing curricular materials can be adapted to meet the needs of each child. It explains and gives rules for decreasing the amount of material a child is expected to master, and for moving to less complex tasks.

Available from: Charles E. Merrill Publishing Co.

Cost: $195.00

The IIP: Objectives.

Color, 28 minutes, Video.

This first of four films that examine a carefully designed individual instructional plan looks at sources of short-term objectives in existing curricula and other handbooks. Examples of how tasks are broken down into sequential components are included.

Available from: Charles E. Merrill Publishing Co.

Cost: $195.

Measurable Objectives Collection K-12.

This is a collection of measurable objectives and accompanying sample test items in varied subject and skill areas at grades K-12. The collections cover 12 major cognitive topic areas and 47 subareas. In addition to these, a set of collections of objectives in a number of affective areas has been developed. Teachers can select specific goals from a pool of objectives to create group or individualized education programs.

Available from: Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Cost: $9.95 for each subarea collection

Structuring the Classroom for Success. Langstaff and Volkmor.

A companion to the filmstrips described below, this handbook gives teachers practical information and help in decentralizing the physical room environment and setting up activity centers for individualized instruction. Because behavior management principles and their application in the open classroom are an integral part of the environment, these, too, are considered.

Available from: Charles E. Merrill Publishing Company
a Bell & Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Cost: $6.50

Structuring the Classroom for Success.

Color, 60 minutes, six sound filmstrips.

Designed for use with the book of the same title described above, these filmstrips show participants how to function as a teacher and a guide of an open classroom. Providing realistic experience with tested and proven techniques, teachers learn how to create a more stimulating and productive environment. Self-checking exercises, provided in the accompanying book, assist the participant in understanding the concepts presented in these filmstrips.

Available from: Charles E. Merrill Publishing Company
a Bell & Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43217

Cost: $125.

Writing Individualized Programs: A Workbook for Learning Disabilities. Collins, P. J., & Cunningham, G. W. Gladstone, Oregon: C.C. Publications, 1976.

This 63-page document presents a system with which to create programs to teach specific target behaviors to remediate individual student's deficits. The system provides nine outcomes, some of which are: a method for selecting a specific target behavior; a hierarchy of responses leading to mastery of a skill; economic use of time; and a program easily administered by a paraprofessional.